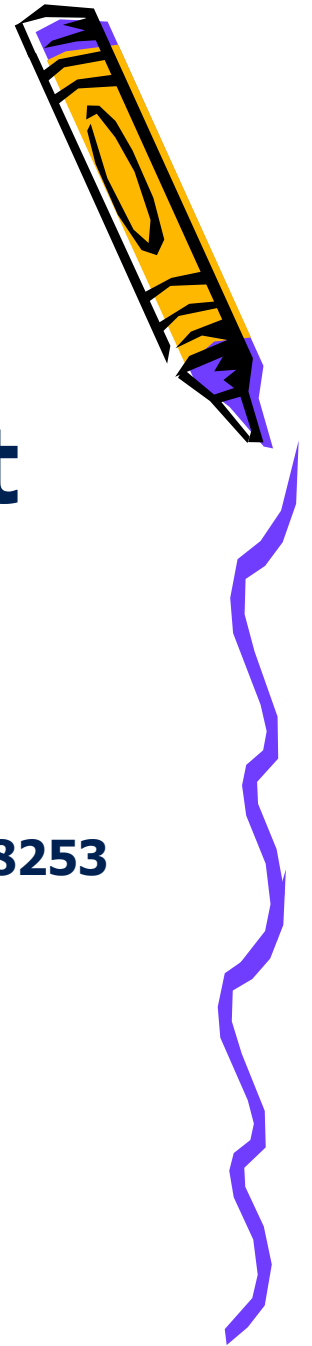


Overview of: Positive Behavior Support Recovery School District

Monya Criddle, Ph. D

504-330-8253



Positive Behavior Support...

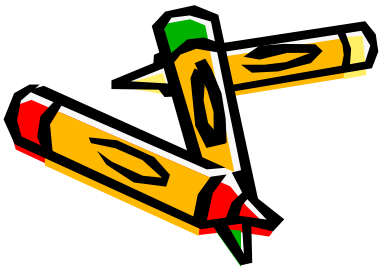
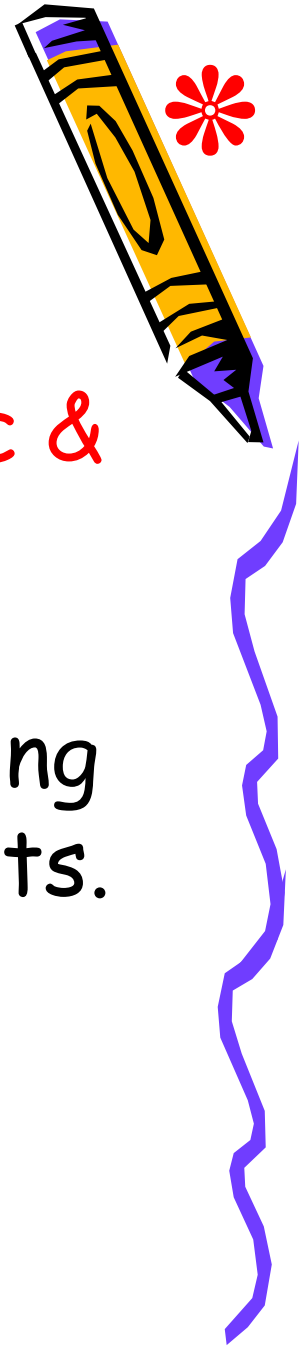
- Is a collaborative, assessment-based approach to developing effective interventions for problem behavior
- Emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes
- Aims to build effective environments in which positive behavior is more effective than problem behavior



Positive Behavior Support

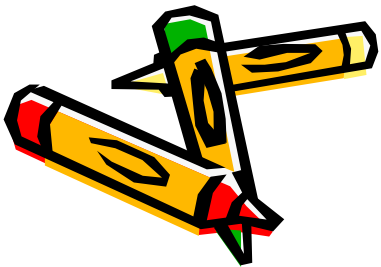
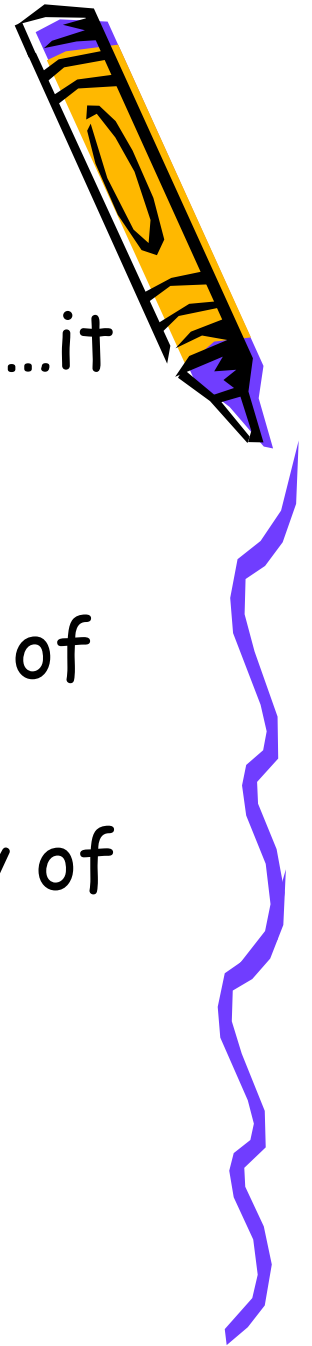
PBS is a broad range of **systemic & individualized** strategies for achieving important **social & learning outcomes** while preventing problem behavior with **all** students.

"EBS" = "PBS" = "PBIS" etc.



PBS is ...

- **Not** specific practice or curriculum...it is a general approach to preventing problem behavior
- **Not** limited to any particular group of students...it is for **all** students
- **Not** new...it is based on long history of behavioral practices & effective instructional design & strategies



"If a child doesn't know how to read, *we teach.*"

"If a child doesn't know how to swim, *we teach.*"

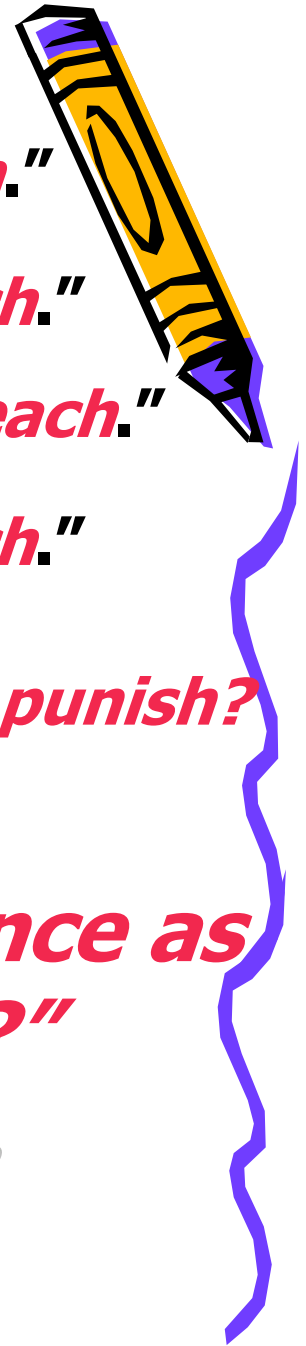
"If a child doesn't know how to multiply, *we teach.*"

"If a child doesn't know how to drive, *we teach.*"

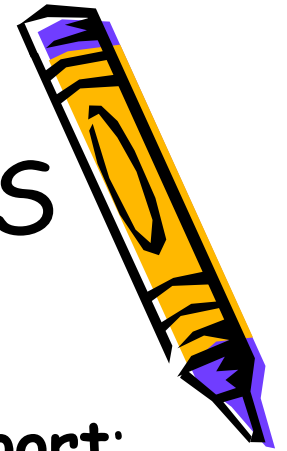
"If a child doesn't know how to behave, *we.....punish?*"

"Why can't we finish the last sentence as automatically as we do the others?"

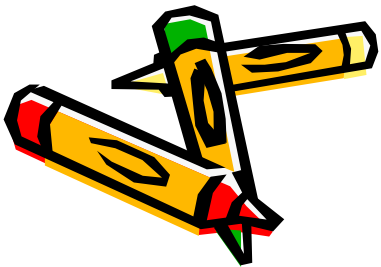
John Herner (NASDE President) Counterpoint 1998, p.2



Traditional Discipline versus PBS

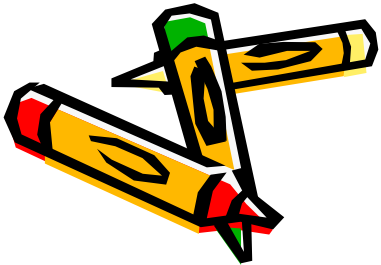


- **Traditional Discipline:**
 - Focus: Student's problem behavior
 - Goal: Stop undesirable behavior
 - Method: Primarily uses punishment (reactive).
- **Positive Behavior Support:**
 - Focus: Systems perspective to address identified needs
 - Goal: Academic and social success (replacement skills)
 - Method: Alters environments, utilizes teaching and instruction, employs reinforcement procedures, (proactive) data management tracking system.

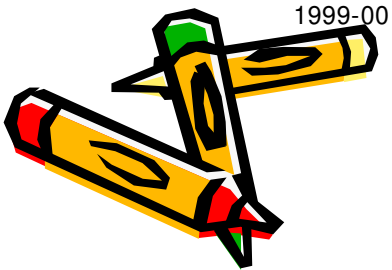
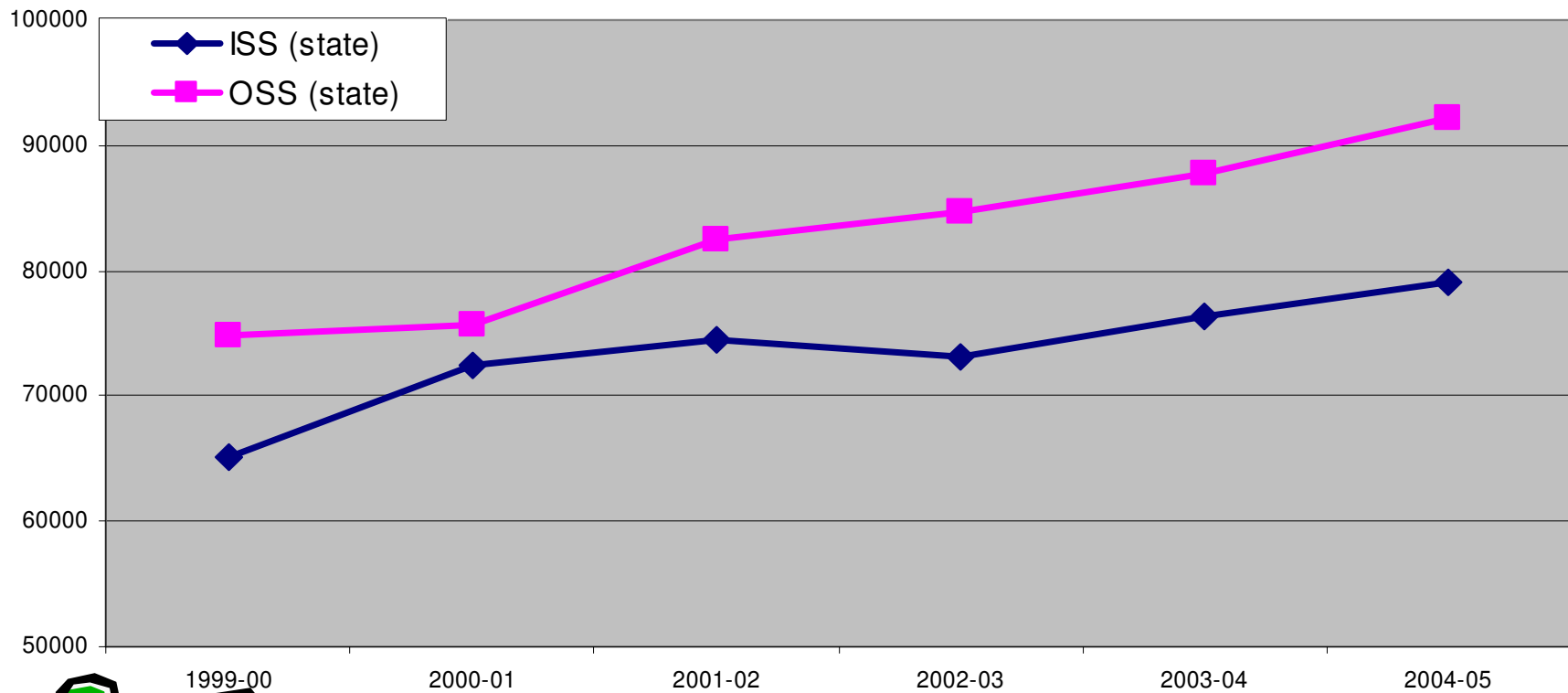


Designing Solutions

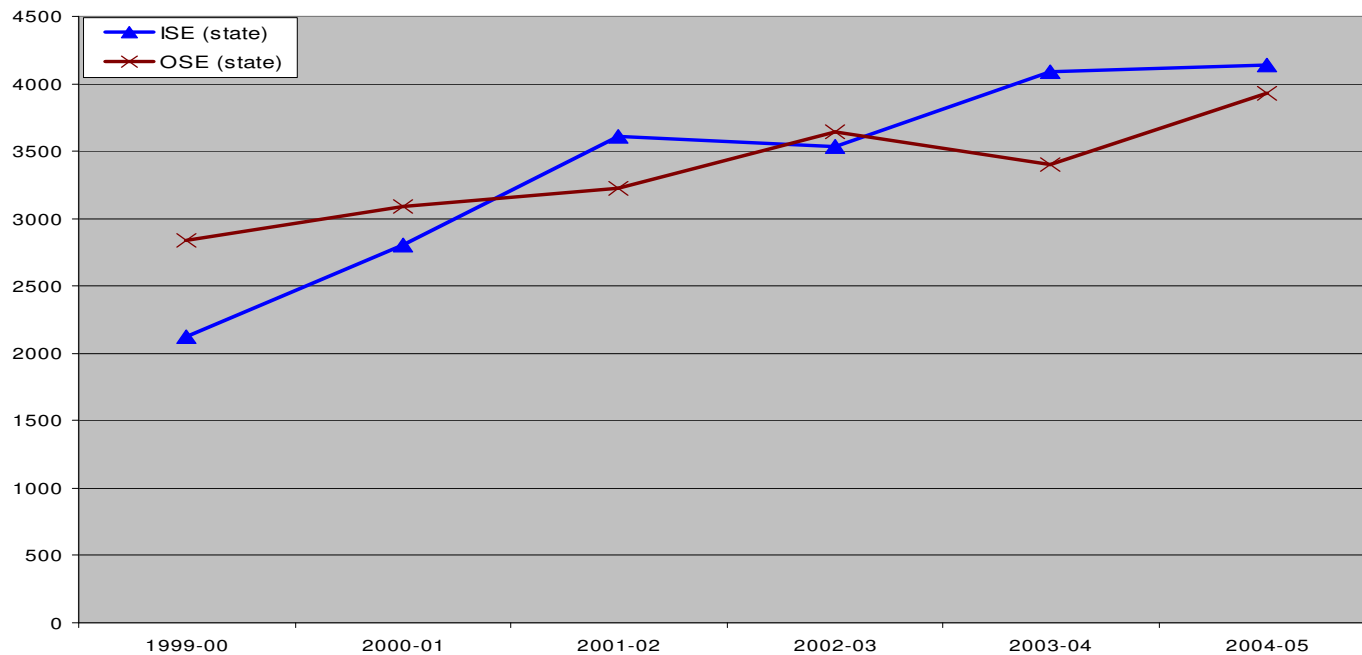
- If many students are making the same mistake, it typically is the system (environment) that needs to change - not the students.
- Teach, monitor and reward before relying on punishment.



Number of Suspensions in Louisiana (in-school and out-of school)



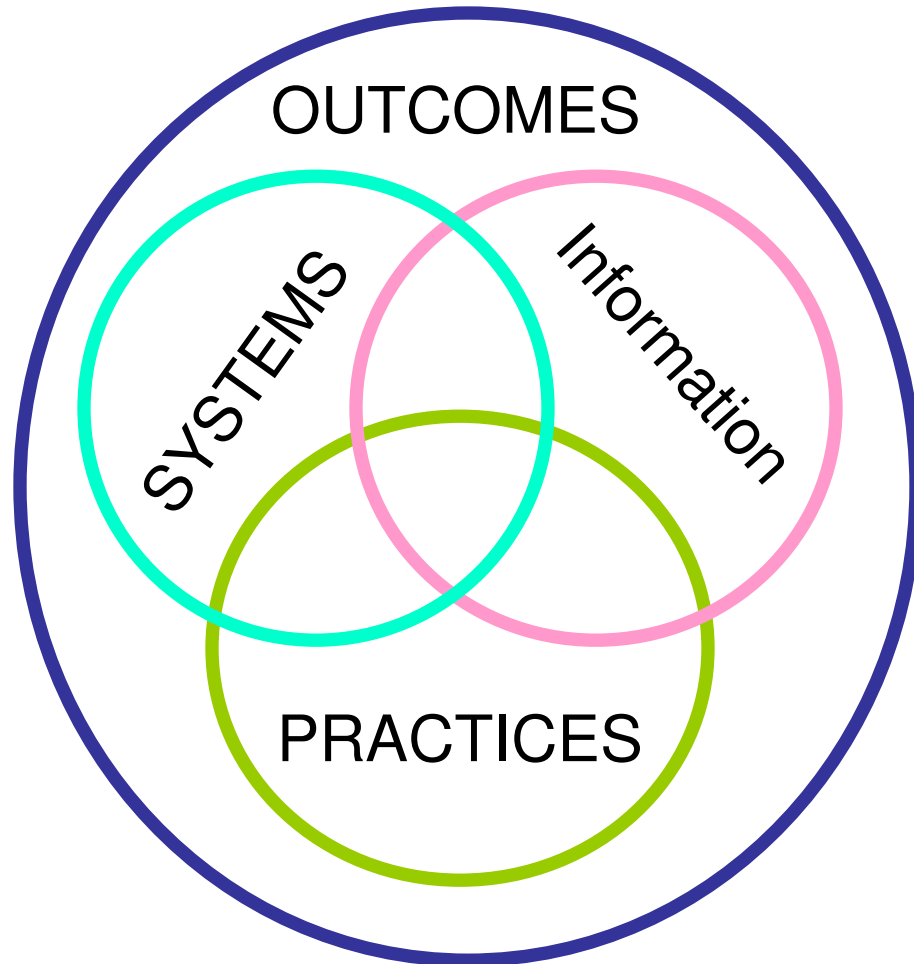
Number of Expulsions in Louisiana (in-school and out-of school)



Positive
Behavior
Support

Social Competence &
Academic Achievement

Supporting
Staff Behavior



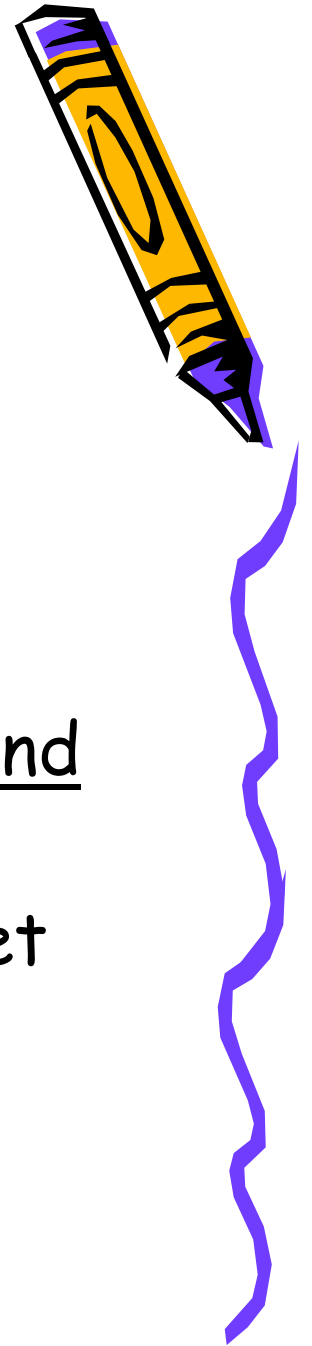
Supporting
Decision
Making

Supporting
Student Behavior



SWPBS is a process that:

- Establishes an effective and efficient **system** to address behavioral issues.
- Utilizes proactive educational positive **practices** that support success.
 - define, teach, and support student and staff appropriate behaviors
- Relies on **data**-based decisions to target interventions and evaluate progress.



Levels of PBS

*Adapted from Levels and Descriptions of Behavior Support
(George, Harrower, & Knoster, 2003)*

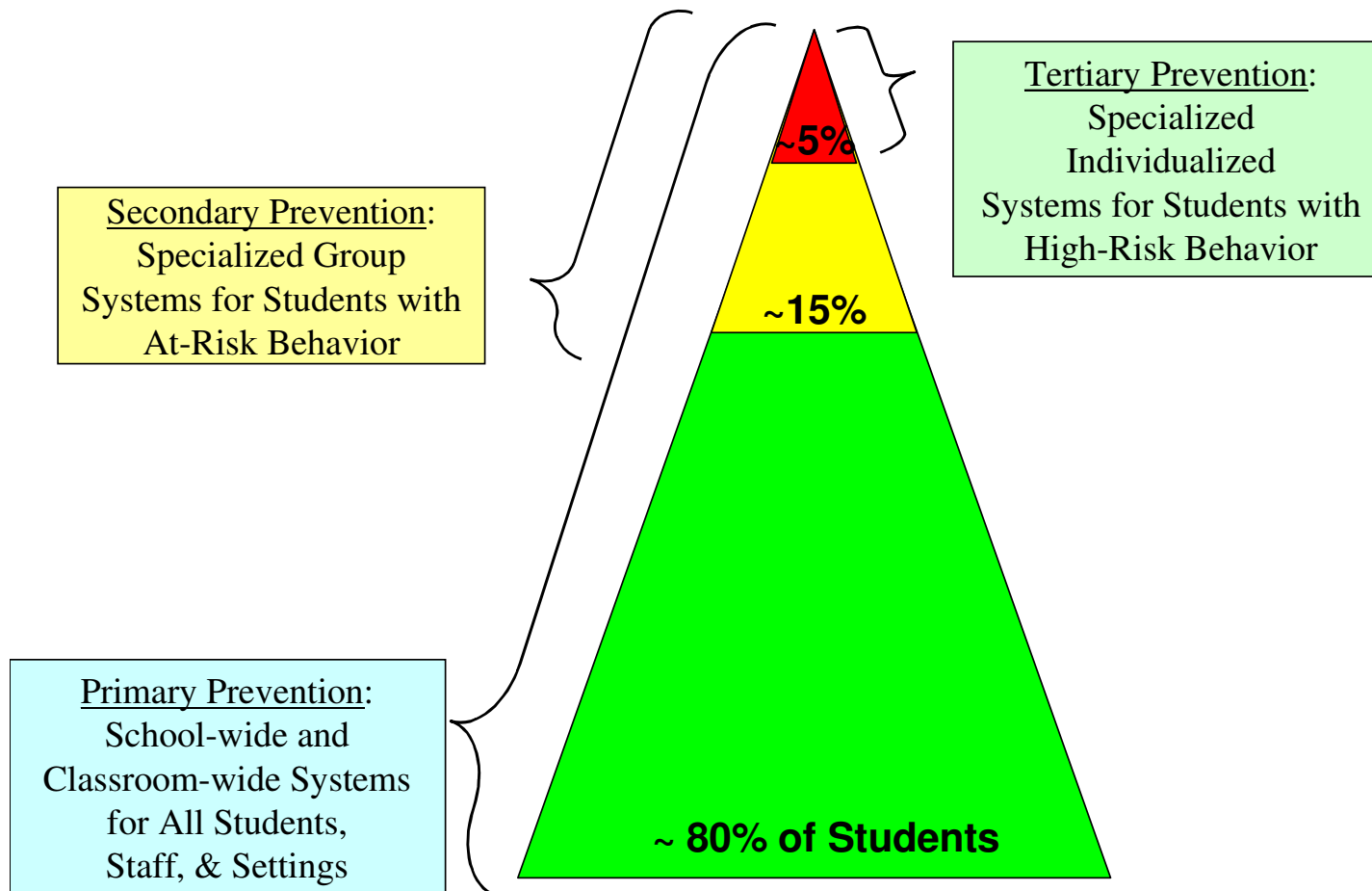


- **School-wide** - Procedures and processes intended for all students and staff, in specific settings and across campus
- **Classroom** - Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms
- **Target Group** - Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)
- **Individual Student** - Processes and procedures reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students



Designing Comprehensive Systems

CONTINUUM OF POSITIVE BEHAVIOR SUPPORT (PBS)



Adapted from the Center for Positive Behavior Interventions and Supports (2002)

Blended Initiatives

Academic Systems

Behavioral Systems

Intensive, Individual Interventions ← 1-5%
Specific students

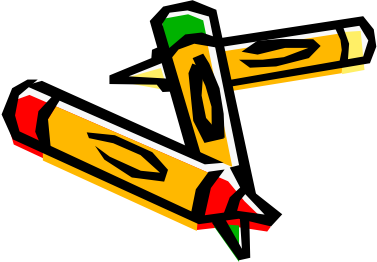
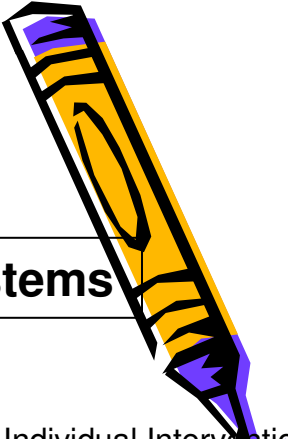
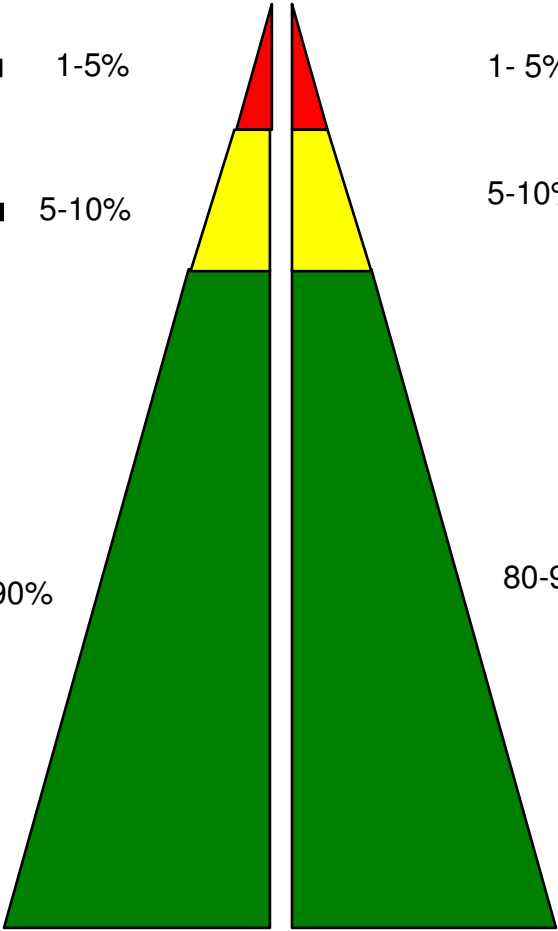
Targeted Group Interventions ← 5-10%
Targeted students

Universal Interventions ← 80-90%
All students

1-5% → Intensive, Individual Interventions
Specific students

5-10% → Targeted Group Interventions
Targeted students

80-90% → Universal Interventions
All students



Dr. George Sugai, Co-Director
Center on PBS

What does PBS look like?

SW-PBS (Universal)

- SWPBS Team meets regularly
 - Administrators are active participants
 - Data-driven school-wide decisions regarding behavior
 - Behavior is indicated as an objective on the School-Improvement Plan (SIP)
- All members and staff are:
 - Able to identify team leader
 - Involved with the development of school-wide plan



What does PBS look like?

SW-PBS (Universal)

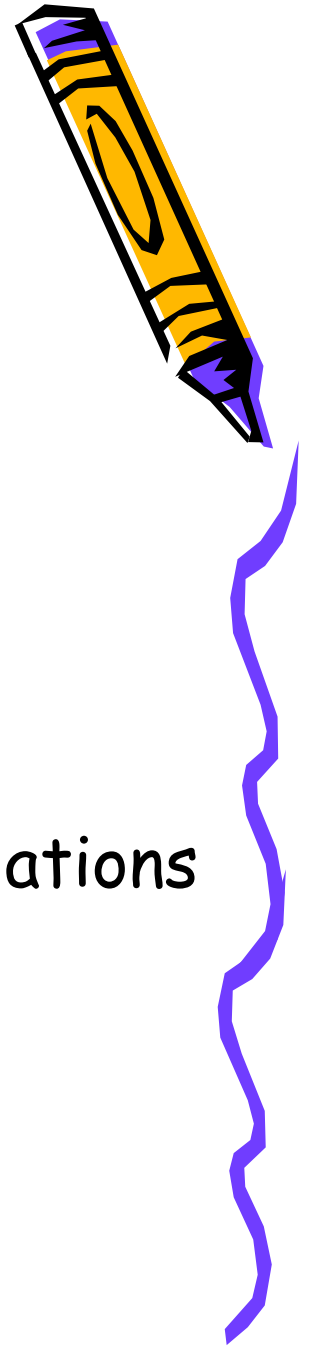


- 3-5 Positively Stated School-wide Expectations
 - Taught to all students: >80% of students can state the School-wide expectations
- Reinforcement System encourages students following expectations
 - Teachers/staff are reinforced for implementing plan
 - Positive adult-to-student interactions exceed negative
 - Effective consequences for rule violations
- Problem behavior is addressed through function-based interventions



SWPBS Critical Elements

- PBS Team
- Faculty Commitment
- Data Entry and Analysis Plan
- Expectations & Rules
- Teaching of Expectations/Rules
- Reinforcement System
- Effective Procedures for Dealing with Violations
- Implementation Plan
- Crisis Plan
- Evaluation



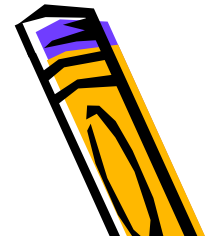
Specific Data Needed to Answer Questions



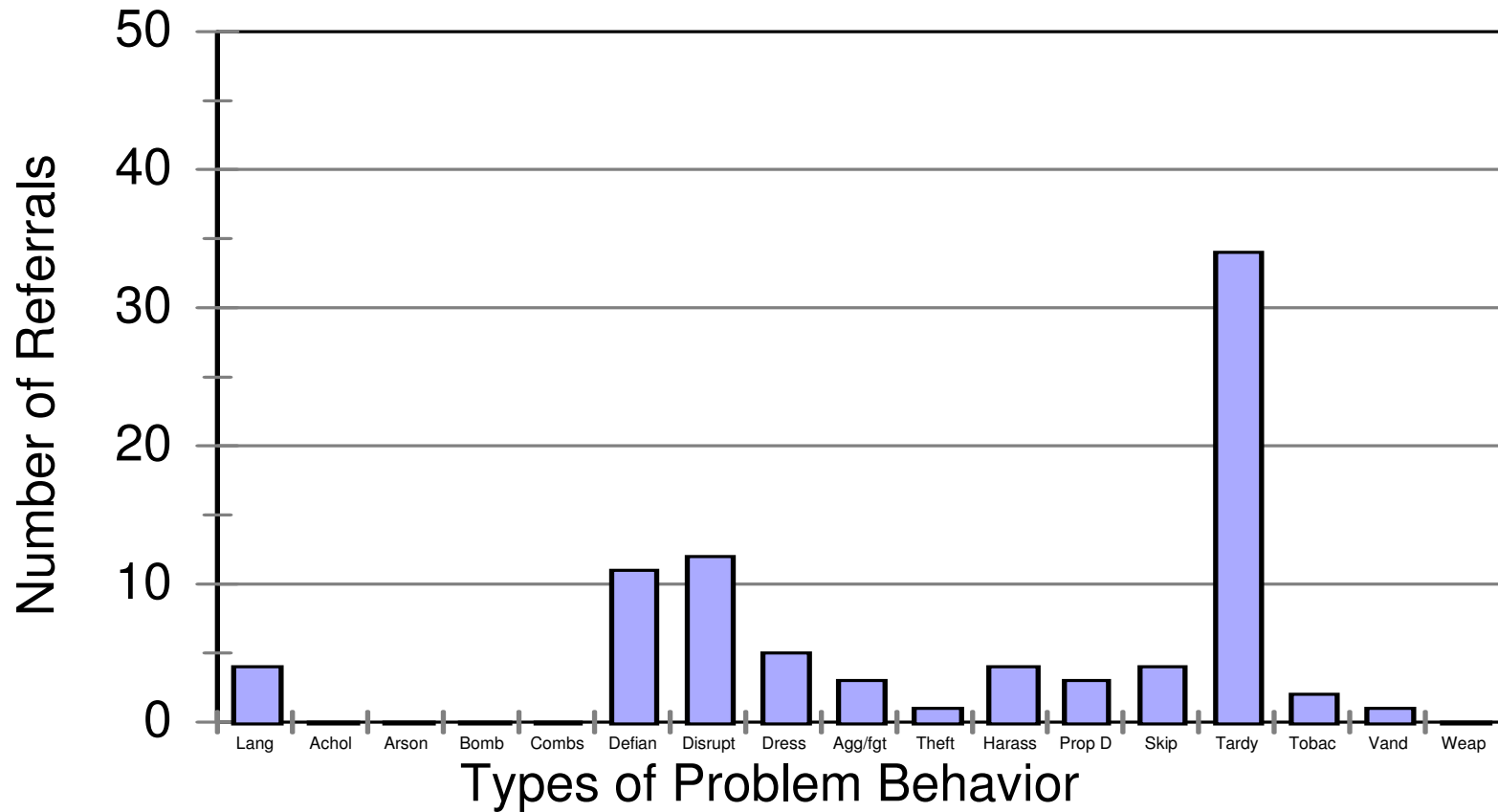
- Who?
 - Are there many students receiving referrals or only a small number of students with many referrals?
- What?
 - What problem behaviors are most common?
- When?
 - Are there specific times when problems occur?
- Where?
 - Are there specific problem locations?



WHAT



Referrals per Problem Behavior

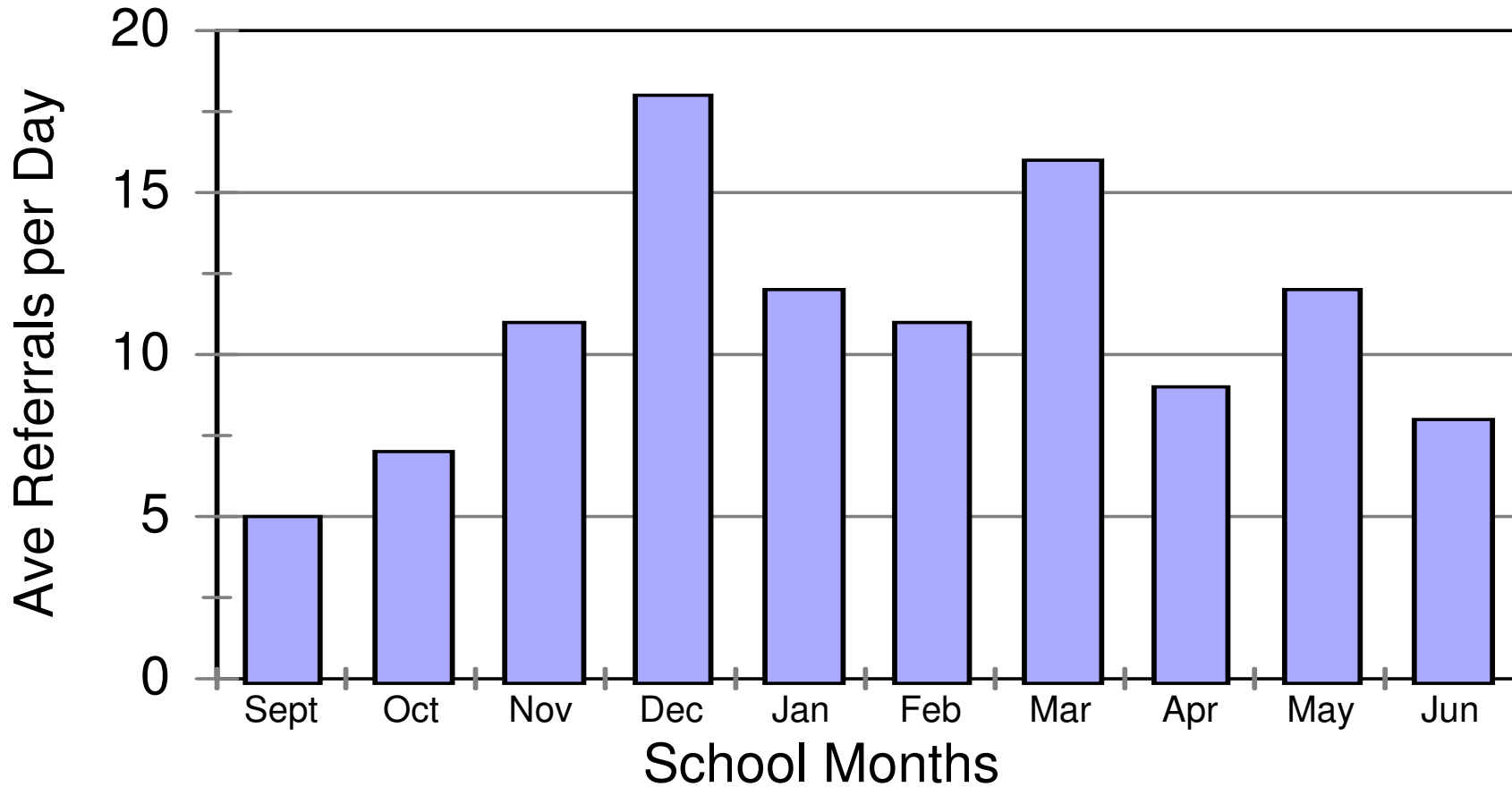


WHEN

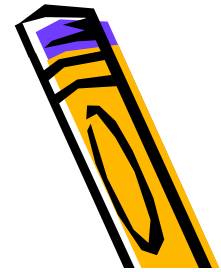


Office Referrals per Day per Month

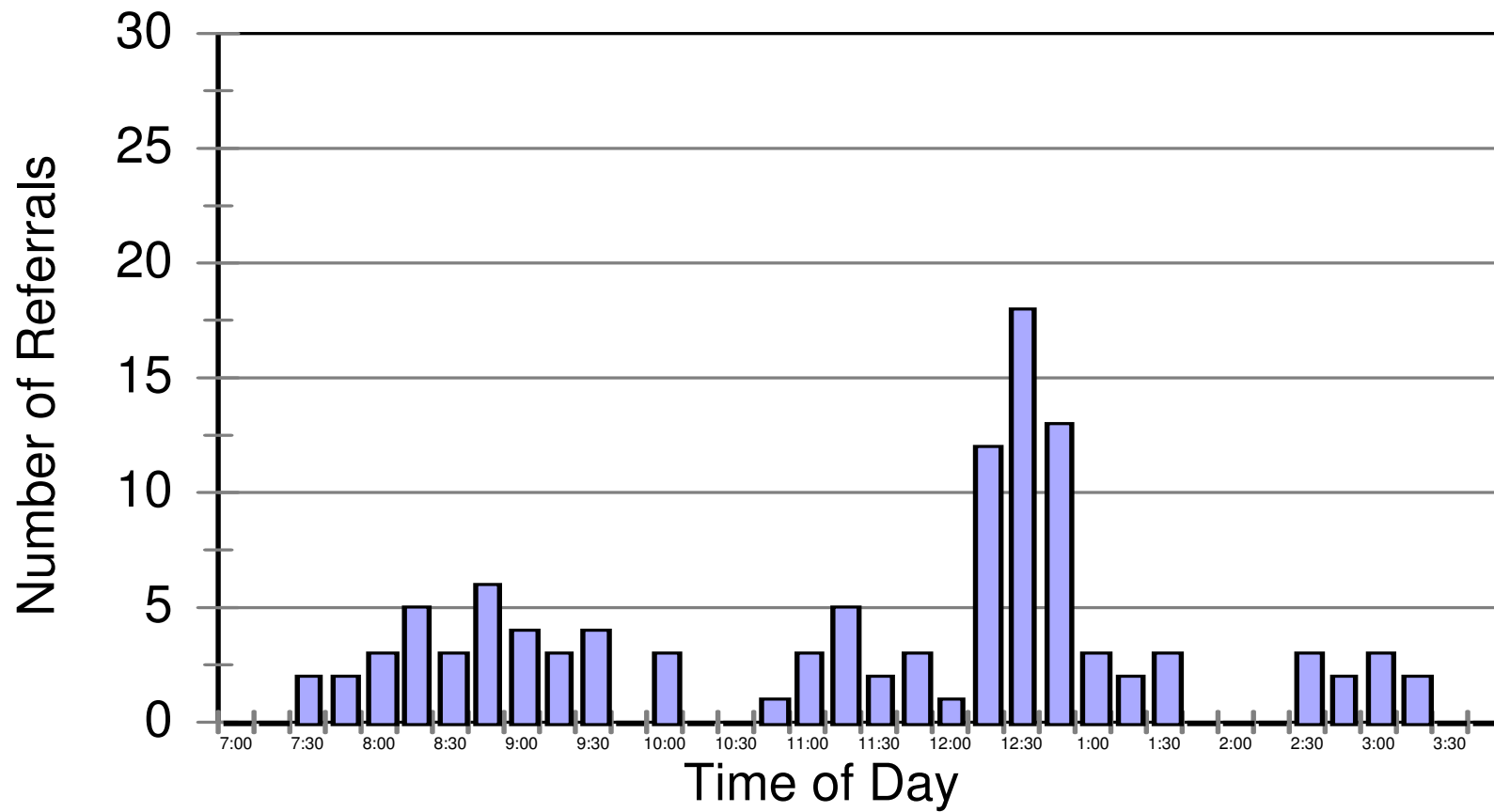
Last year



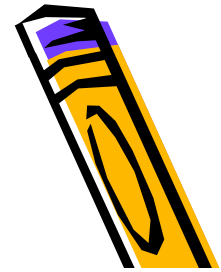
WHEN



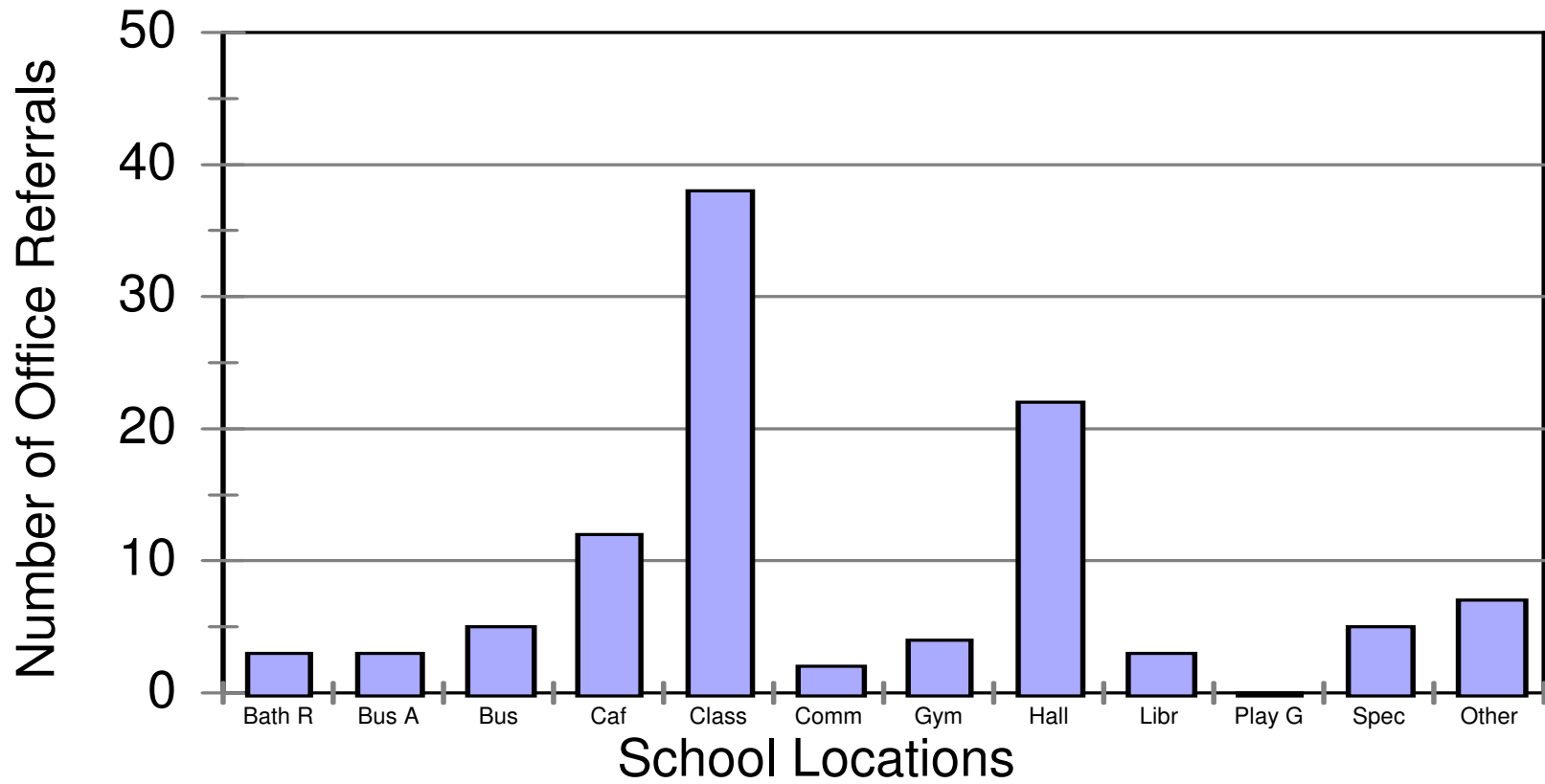
Referrals by Time of Day



WHERE

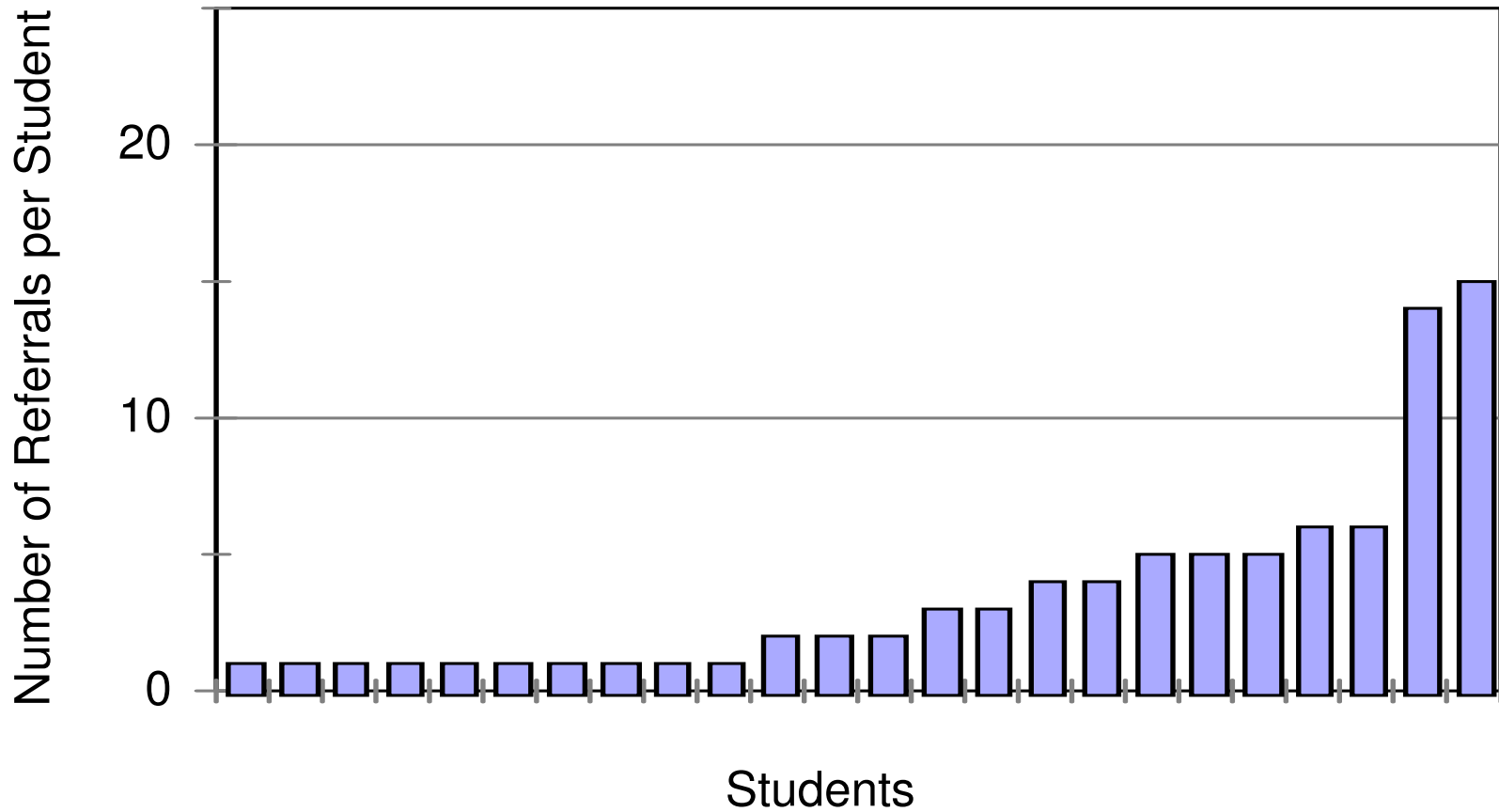
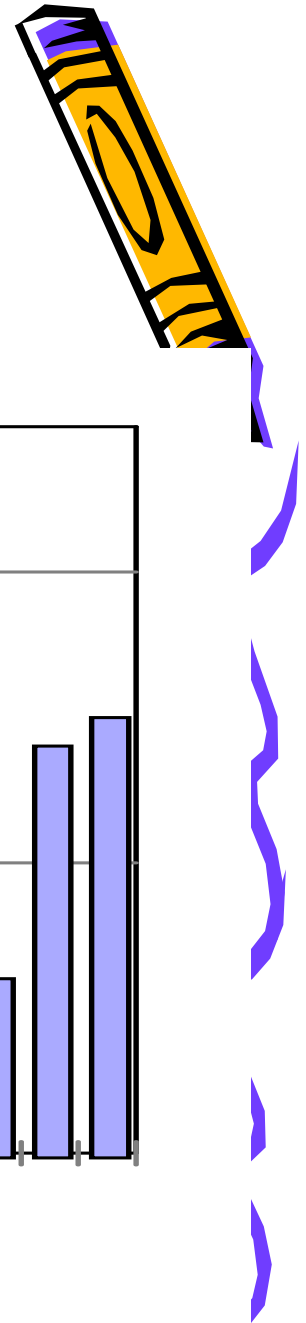


Referrals by Location



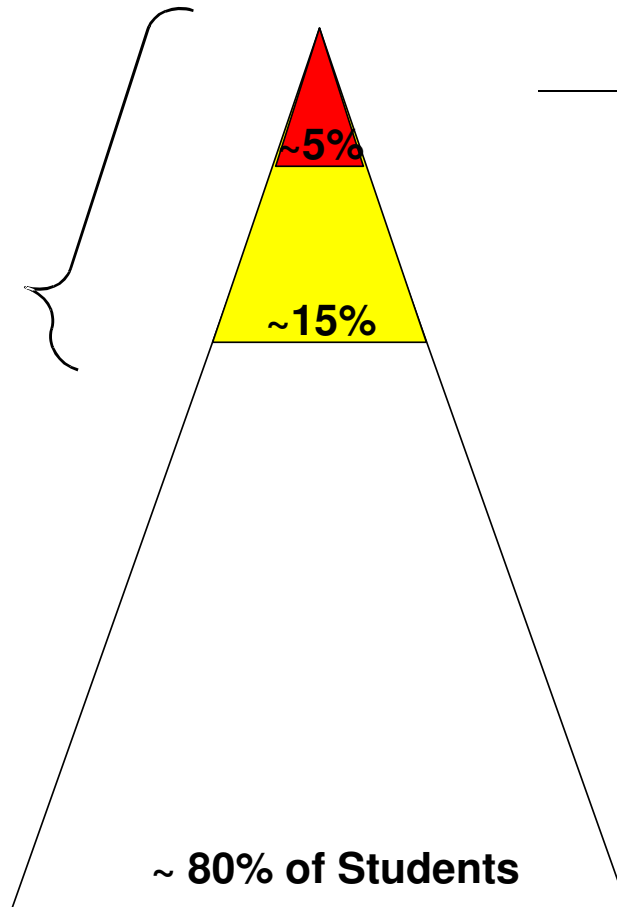
WHO

Referrals per Student



Designing Secondary Systems

Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior



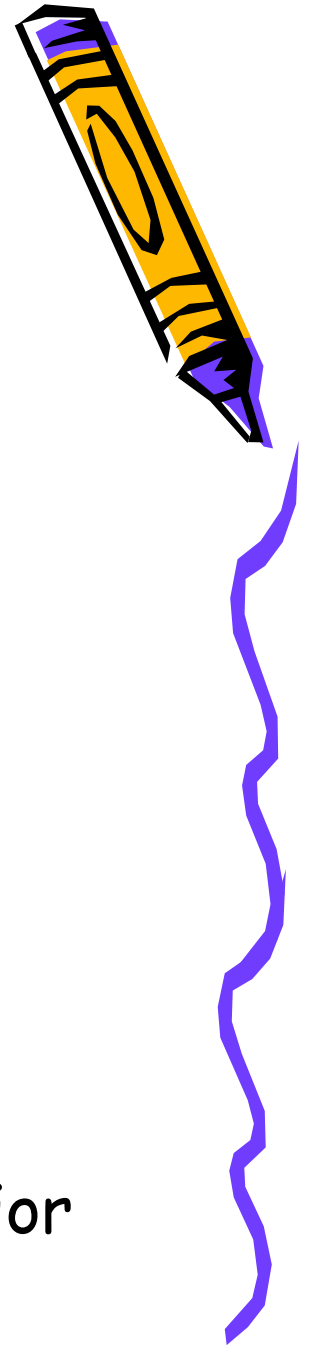
Adapted from the Center for Positive Behavior Interventions and Supports (2002)

Classroom Management Systems

- Classroom-wide positive expectations
classroom routines & cues
 - Taught & encouraged
- Teacher-Student Interaction
 - High rate of positive interactions
 - 7 positive : 1 negative adult-student interaction
 - Active supervision

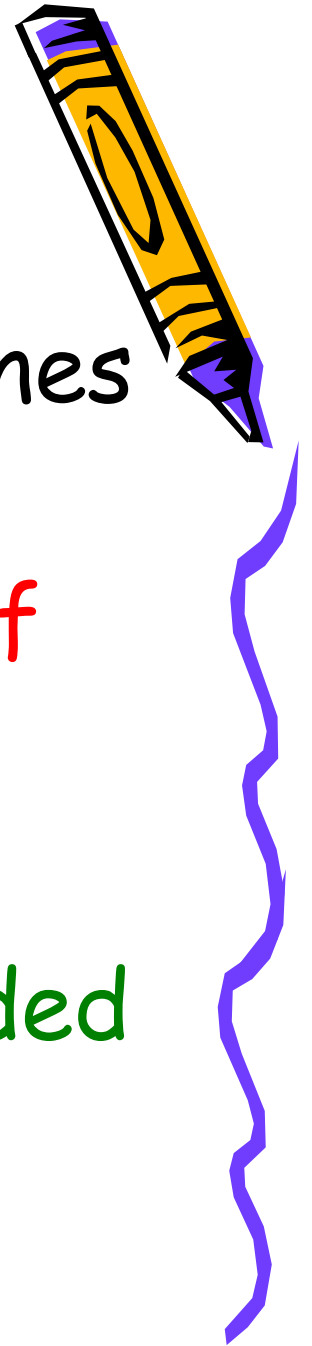
Redirections for minor, infrequent behavior errors

Frequent pre-corrections for chronic errors



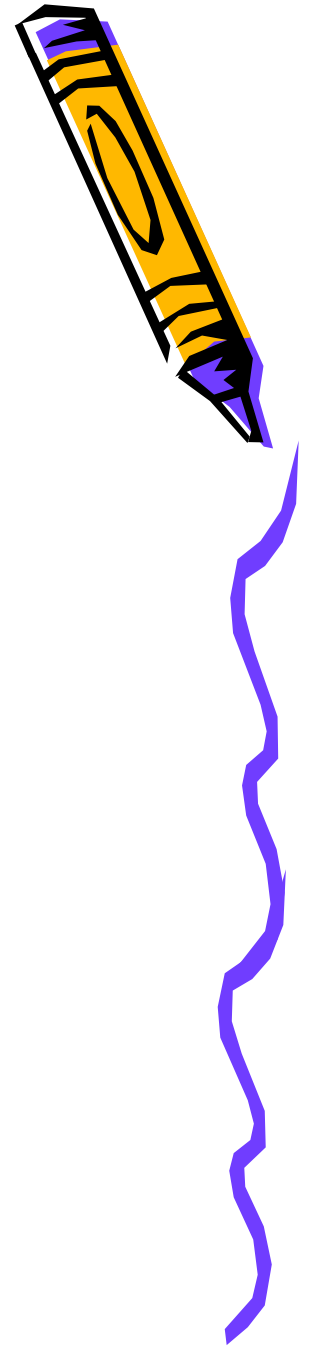
Non-classroom Systems

- **Positive** expectations & routines taught & encouraged
- **Active supervision by all staff**
 - Scan, move, interact
- **Precorrections** & reminders
- **Positive reinforcement** provided by all staff

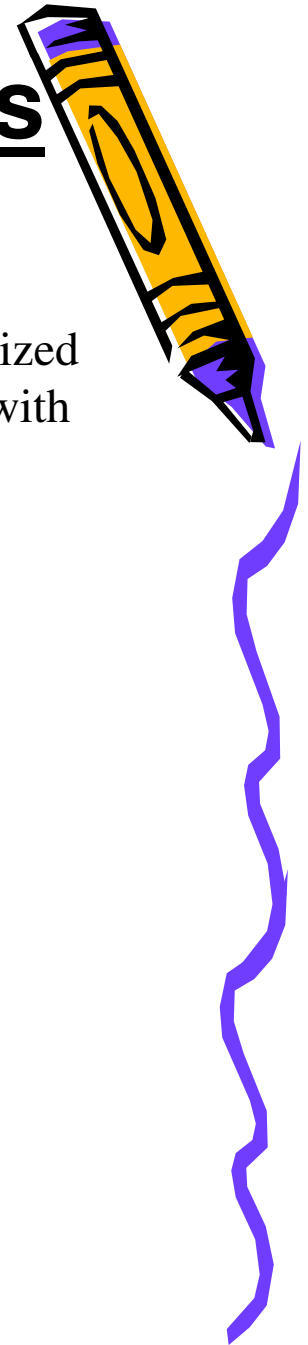


Targeted At-Risk Student Approaches to Intervention

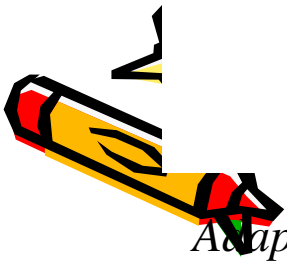
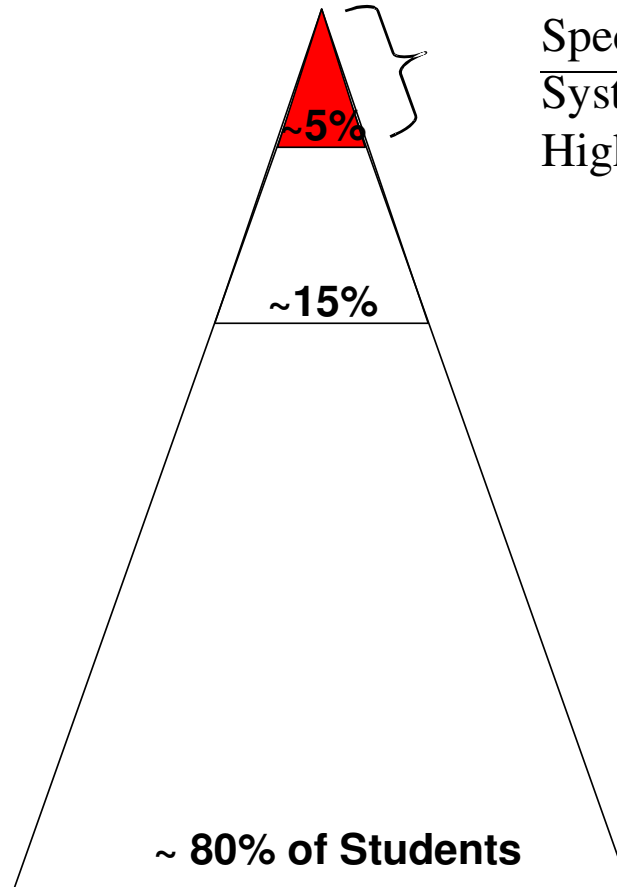
- Behavior Education Program (BEP)
- Verbal De-escalation Training
- Social Skills Training
- Conflict Resolution Training
- Anger Management Training



Designing Individual Systems



Teritary Prevention
Specialized Individualized
Systems for Students with
High-Risk Behavior



Adapted from the Center for Positive Behavior Interventions and Supports (2002)

Designing School-Wide Systems for Student Success

Academic Systems

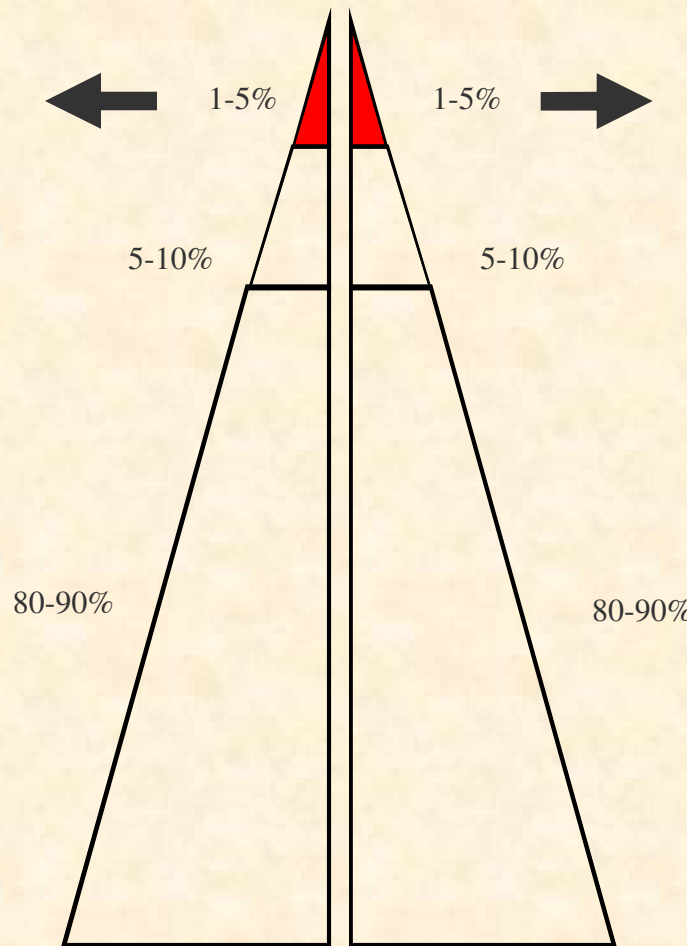
Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures



Center for Positive Behavior Interventions and Supports (2001)

Individual Student System

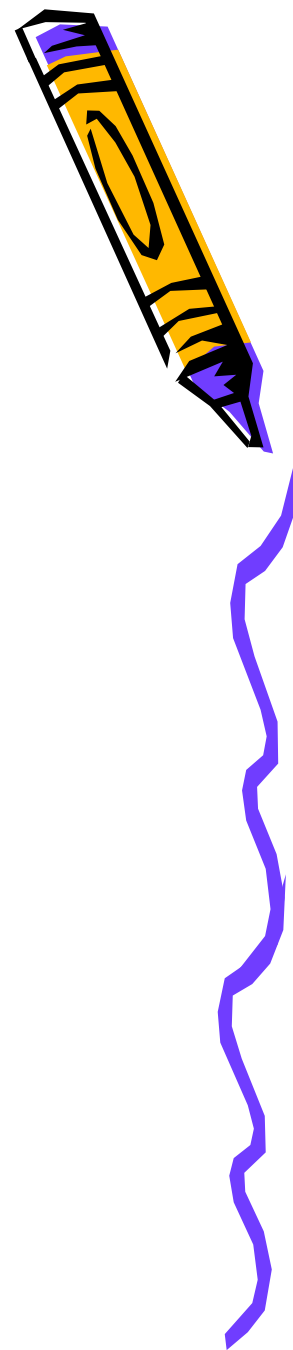
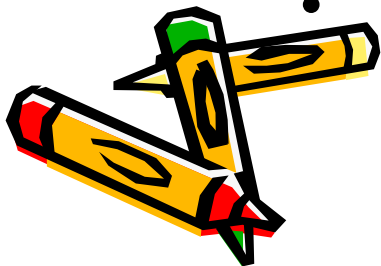
- Behavioral expertise at school &/or district levels
- Function-based behavior support planning
- Team- & data-based decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction

Individualized instructional & curricular accommodations

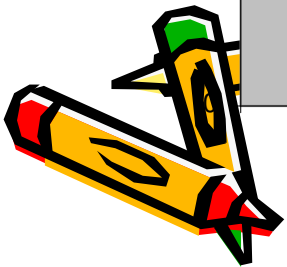
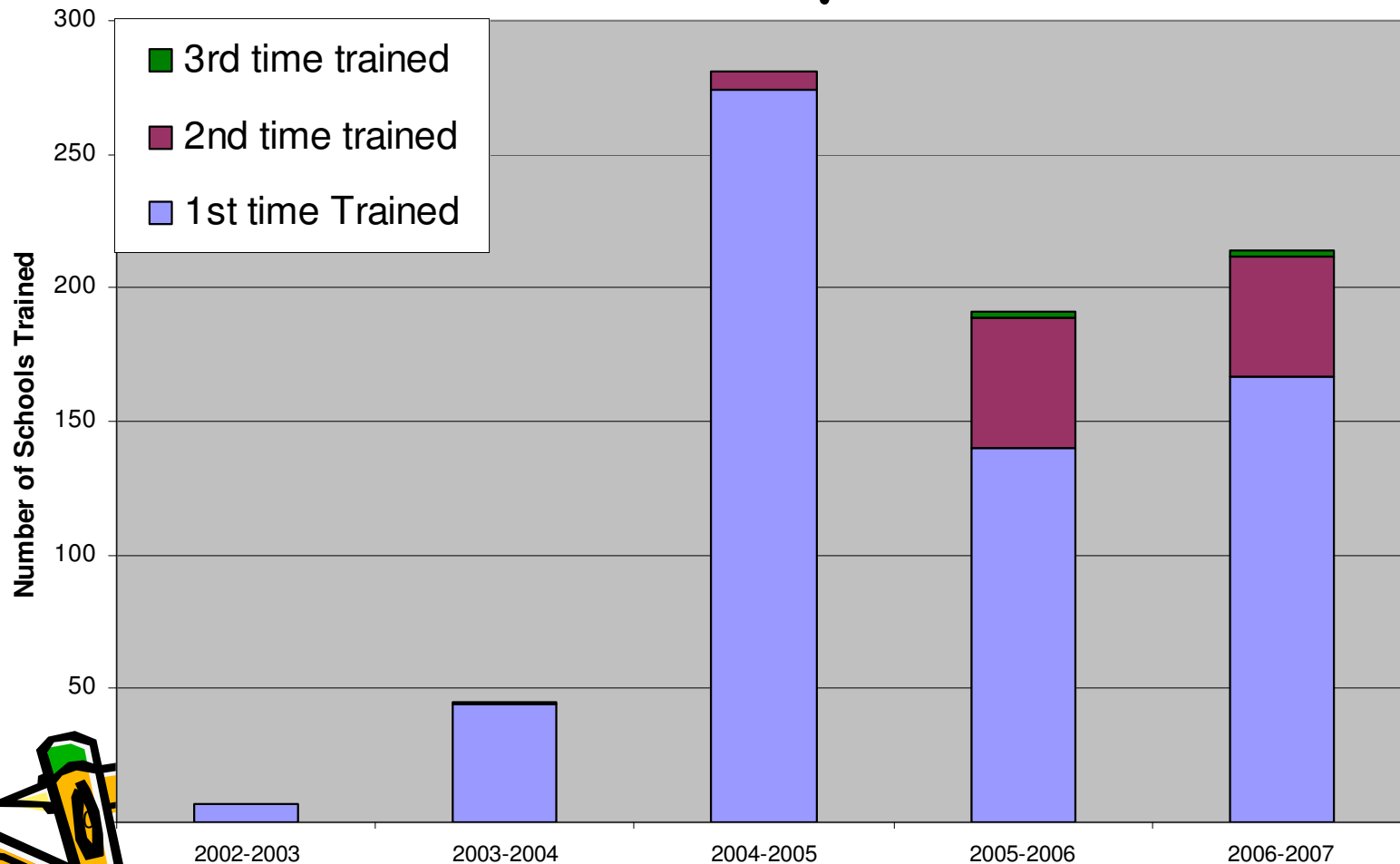
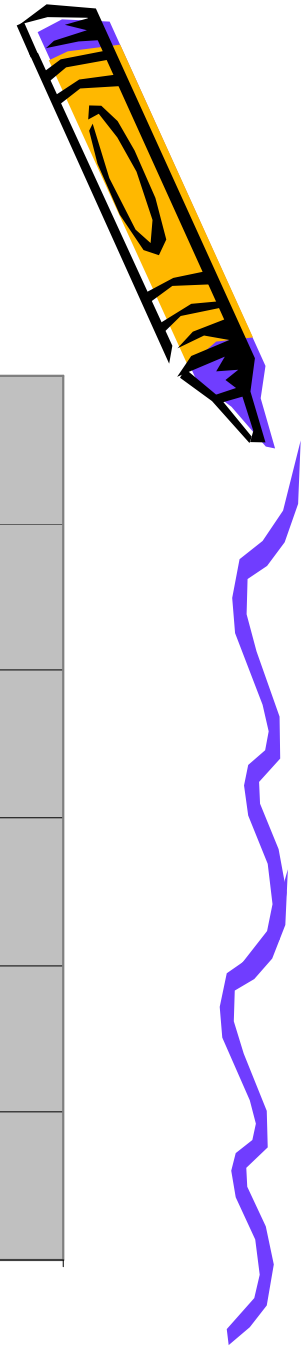


PBS Training Activities

- District Planning
- SW-PBS
 - Team Leadership Training
 - Facilitator Training
 - Evaluation Procedures
 - Technical Assistance
- Secondary Interventions
- Tertiary Interventions

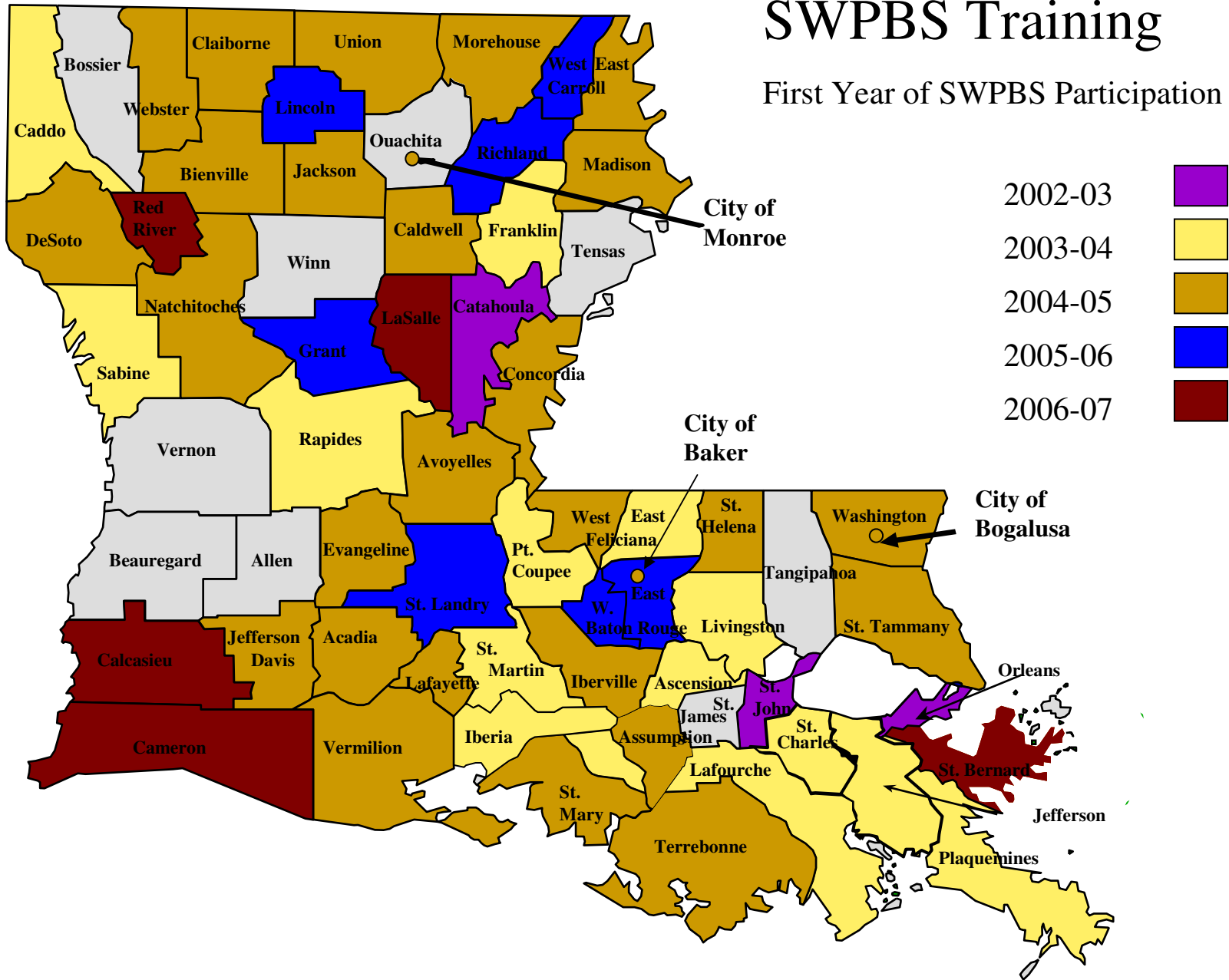


Number of Schools Trained in SWPBS by Year

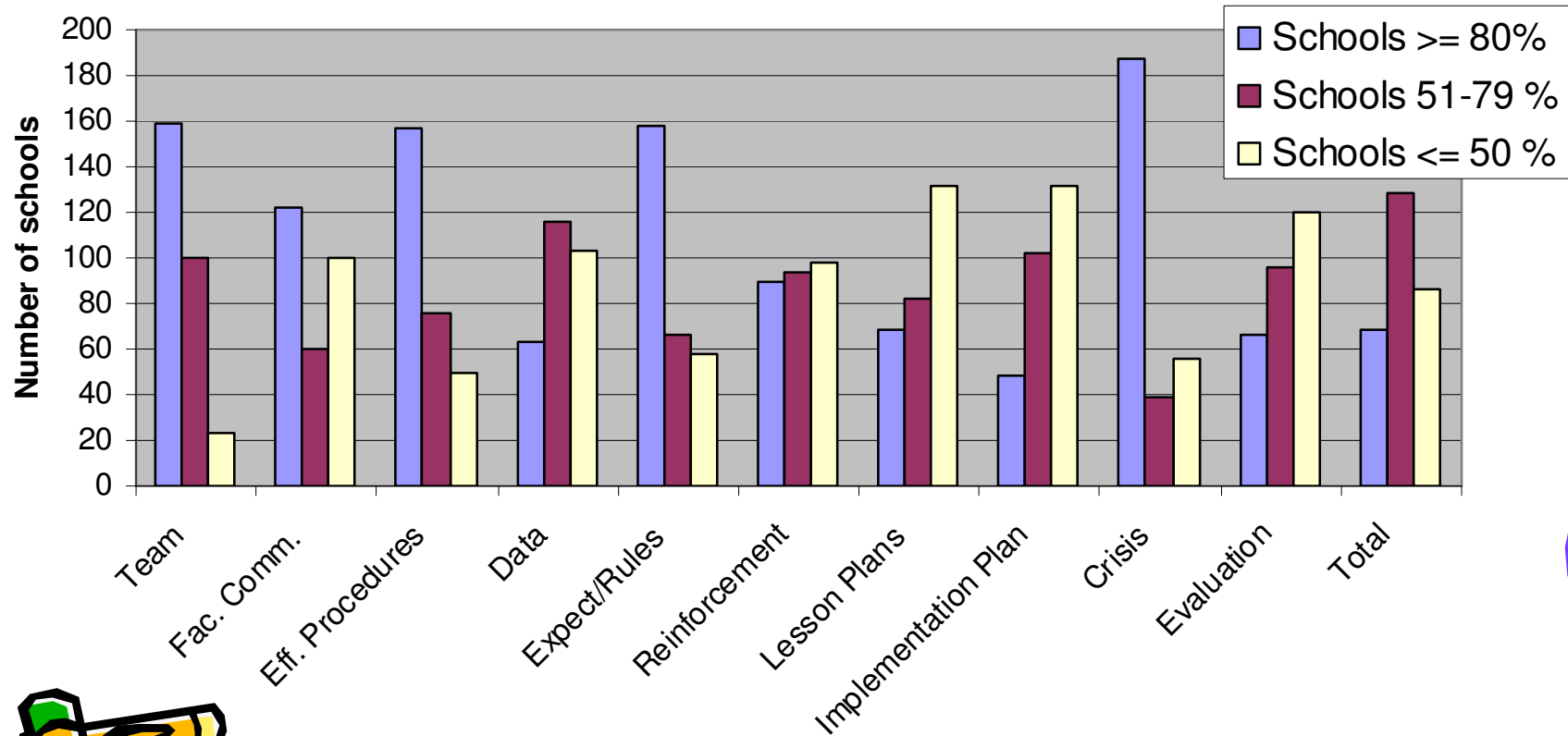
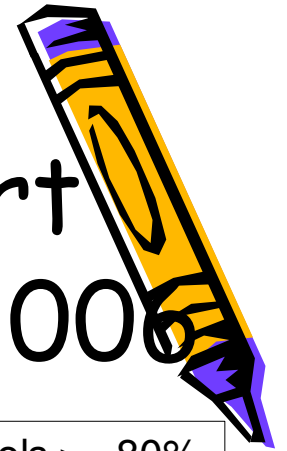


SWPBS Training

First Year of SWPBS Participation

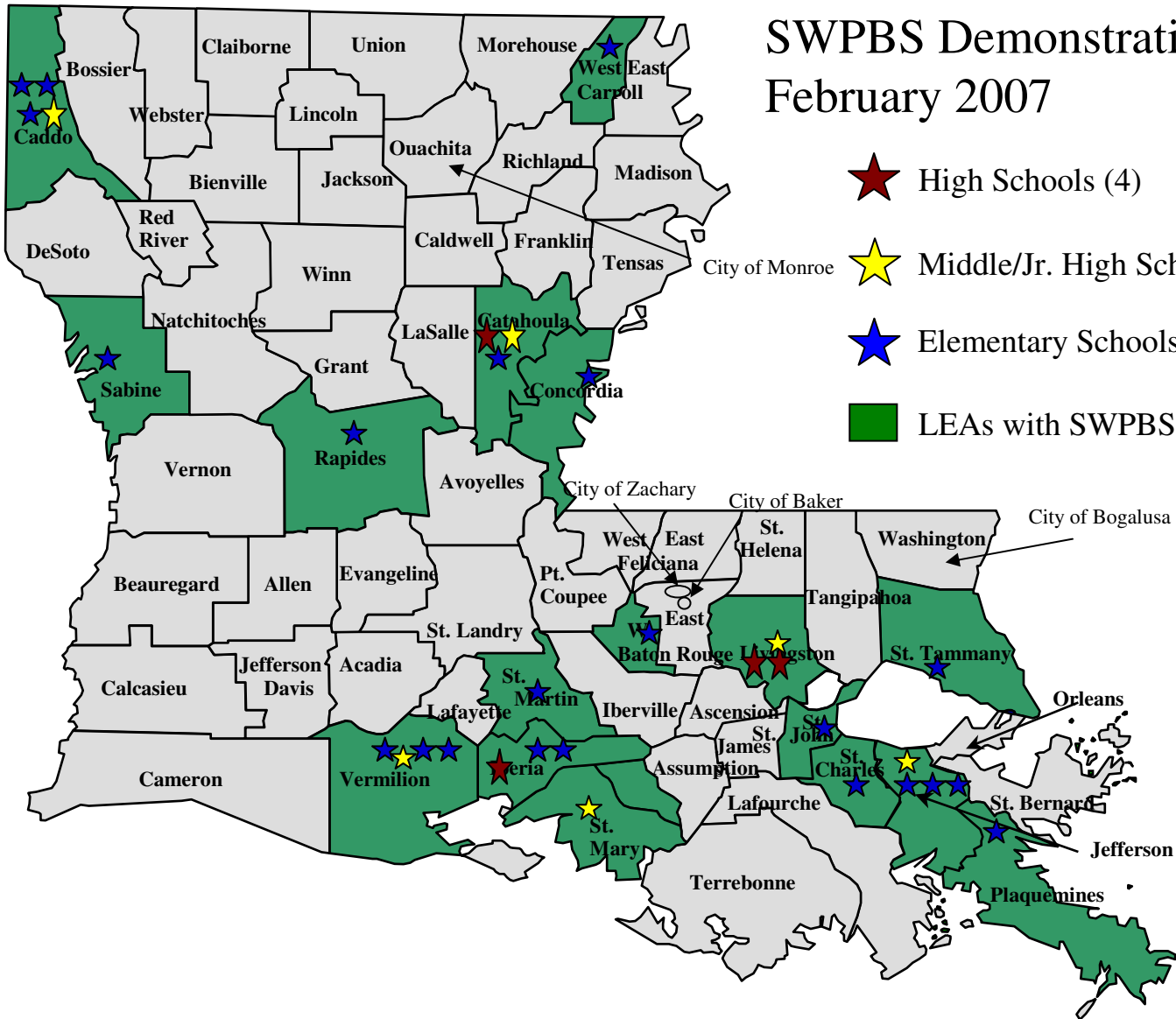


Schools (n=282) Self Report SWPBS Benchmarks Spring 2006





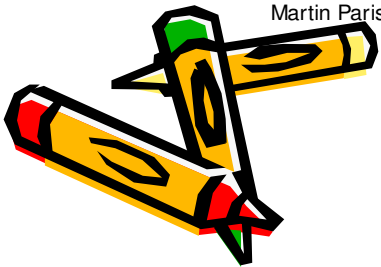
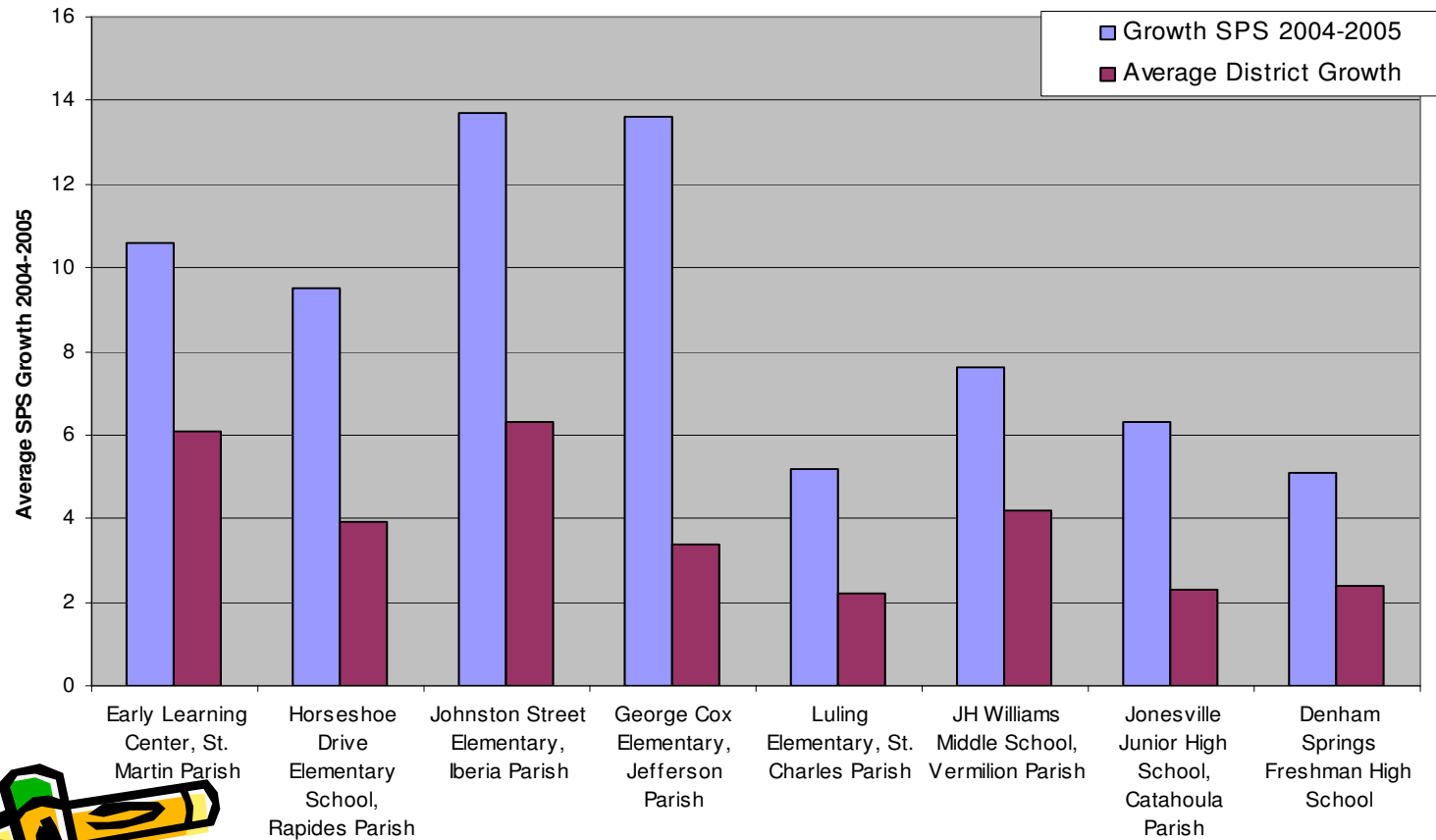
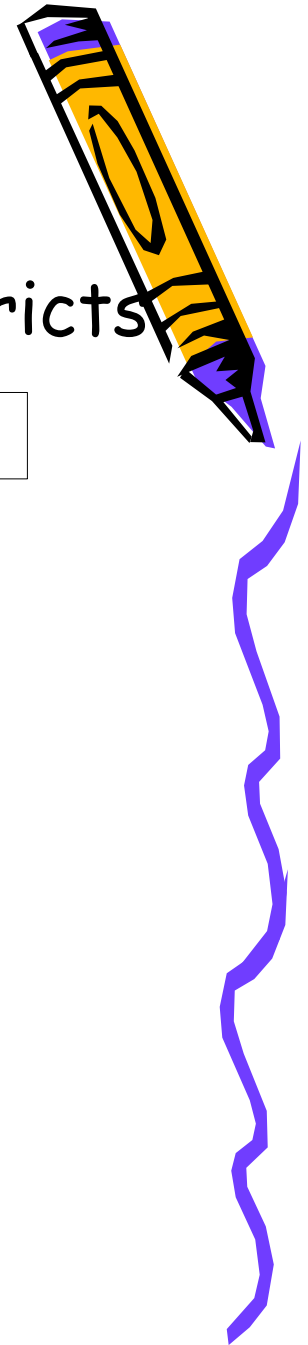
SWPBS Demonstration Sites (32) February 2007



- High Schools (4)
- Middle/Jr. High Schools (6)
- Elementary Schools (22)
- LEAs with SWPBS Demo Sites (17)

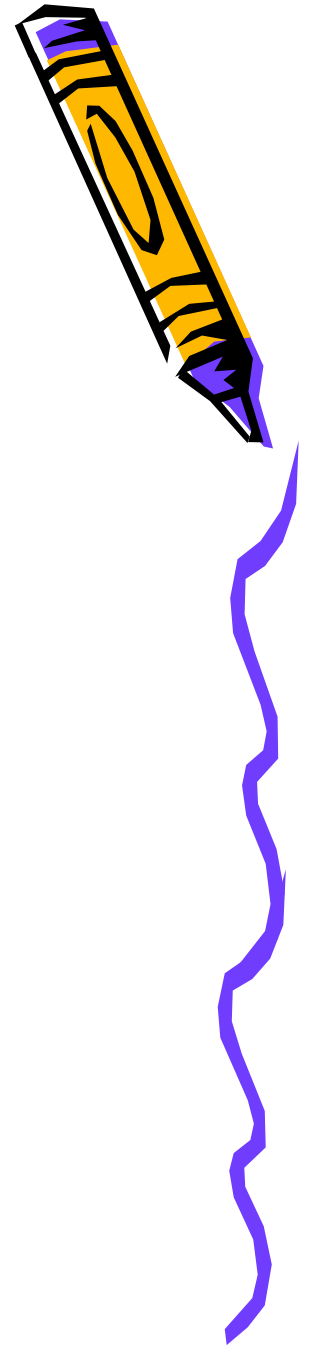


Average SPS Growth SW-PBS Demo Sites and Respective Districts



Resources

- OSEP Center on PBIS <http://www.pbis.org>
- USF Positive Behavior Support Project
<http://flpbs.fmhi.usf.edu/index.asp>
- Louisiana Positive Behavior Support
www.lapositivebehavior.com
- LA Department of Education
www.louisianaschools.net



Reaching For Results

Louisiana Department of
EDUCATION

